



## Bethune-Bowman Elementary

4857 Charleston HWY

Rowesville, SC 29133

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	335 Students	
<b>Principal</b>	Charlene A. Stokes	803-533-6371
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	Good
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

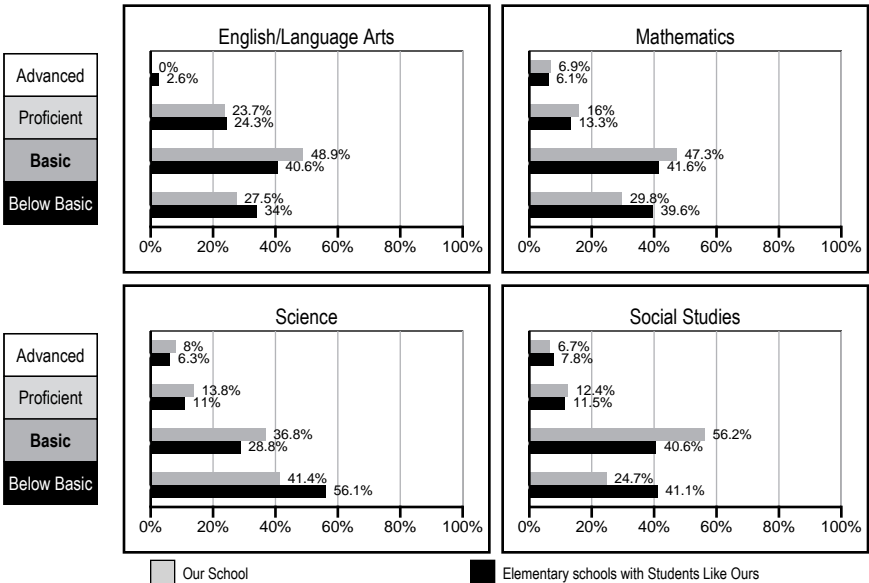
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	61

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=335)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	2.0%	Up from 1.5%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	2.1%	Up from 1.4%	2.7%	10.4%
With disabilities other than speech	5.3%	Down from 6.1%	7.5%	7.5%
Older than usual for grade	0.4%	Down from 1.2%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	88.9%	Up from 82.1%	53.3%	56.7%
Continuing contract teachers	92.6%	Down from 92.9%	67.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Down from 94.3%	82.5%	86.4%
Teacher attendance rate	93.1%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$50,526	Up 7.6%	\$43,674	\$45,345
Professional development days/teacher	10.6 days	Down from 12.6 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 16.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.3 to 1	16.3 to 1	18.5 to 1
Prime instructional time	87.5%	Down from 89.4%	89.2%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 84.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,416	Up 12.7%	\$8,235	\$7,052
Percent of expenditures for instruction*	72.3%	Down from 73.1%	68.2%	69.1%
Percent of expenditures for teacher salaries*	50.6%	Down from 63.7%	60.4%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Bethune-Bowman Elementary School focuses on meeting the needs of individual students, which in turn creates group success. As a 2007 Palmetto Silver School, we continue to strengthen our learning environment. We have maintained our commitment to participate in relevant professional development opportunities as we continue to build our capacity to teach all of our children. Through professional development opportunities, our teachers remain abreast of “best practices” teaching methods and, in turn, provide our students with strategies that strengthen our students’ ability to learn.

Two reading programs, Save The Children and Success For All, provide our students with additional reading instruction. The purpose of Save The Children is to improve reading achievement of those students who are currently functioning below grade level. The goal is to improve our students’ ability to read at or above grade level. Success for All offers proven solutions to help our students achieve grade-level performance, whatever their challenges and abilities. Research-based principles, which are related to prevention, early intervention, and effective instructional practices, guide the content, methods of instruction, pacing, and school organization inherent in Success For All. In addition to these measures, we placed a greater emphasis on math with the implementation of our “Baby Mohawk Academy.” During the “Baby Mohawk Academy,” students received individualized math instruction based on their needs.

Education is not about guesswork or shooting in the dark. It is about expanding the use of proven solutions in classrooms. The future of our children depends on their knowing how to think, read, write, and compute. The future of our country and our world depends on our children. That means we must all be relentless in our pursuit of what works. We will continue to do everything in our power to make a difference in the lives of our students. We ask that you do the same. Together, with a sense of personal responsibility and a focus on the individual child, we can work wonders.

Mrs. Charlene A. Stokes, Principal  
Mrs. Elease Simmons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	34	27
Percent satisfied with learning environment	92.3%	94.1%	74.1%
Percent satisfied with social and physical environment	100.0%	82.4%	70.4%
Percent satisfied with school-home relations	80.8%	91.2%	59.3%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified-Hold
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.9%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	141	100	26.7	47.4	23.7	2.2	38.5	35	48.2	Yes	Yes
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**Gender**

Male	63	100	35	41.7	20	3.3	31.7	29.1	41.7	N/A	N/A
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Female	78	100	20	52	26.7	1.3	44	41.3	55	N/A	N/A
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**Racial/Ethnic Group**

White	16	100	25	41.7	25	8.3	58.3	46	60	I/S	I/S
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African American	123	100	27.3	47.9	23.1	1.7	35.5	33.6	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	22	100	54.5	27.3	4.5	13.6	22.7	12.9	16	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	130	100	29	46.8	21.8	2.4	36.3	30.7	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	141	100	28.9	45.9	15.6	9.6	37.8	29	45.8	Yes	Yes
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**Gender**

Male	63	100	38.3	41.7	8.3	11.7	35	27.4	45.6	N/A	N/A
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Female	78	100	21.3	49.3	21.3	8	40	30.8	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	16	100	16.7	50	16.7	16.7	41.7	43.3	59	I/S	I/S
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African American	123	100	29.8	45.5	15.7	9.1	38	27.4	26.9	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	22	100	59.1	22.7	0	18.2	22.7	13.1	17.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	130	100	30.6	46.8	16.1	6.5	35.5	25.4	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	93	100	40.4	36	13.5	10.1	23.6	22	35.7	96	96
<b>Gender</b>											
Male	39	100	48.6	24.3	13.5	13.5	27	23.5	37.4	95.8	95.8
Female	54	100	34.6	44.2	13.5	7.7	21.2	20.5	33.8	96.3	96.2
<b>Racial/Ethnic Group</b>											
White	12	100	33.3	33.3	11.1	22.2	33.3	36.6	49.2	94.9	94.6
African American	80	100	41.8	36.7	12.7	8.9	21.5	20.1	17	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	95	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
<b>Disability Status</b>											
Disabled	16	100	75	12.5	0	12.5	12.5	8.1	14	95	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	95	94
<b>Socio-Economic Status</b>											
Subsided meals	86	100	41.5	39	11	8.5	19.5	18.7	21.1	95.9	95.8

**Social Studies**

All Students	93	100	24.2	56	12.1	7.7	19.8	24.2	34	96	96
<b>Gender</b>											
Male	41	100	25	55	12.5	7.5	20	25.8	36.6	95.8	95.8
Female	52	100	23.5	56.9	11.8	7.8	19.6	22.4	31.3	96.3	96.2
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	94.9	94.6
African American	83	100	24.4	56.1	12.2	7.3	19.5	23.5	19.1	96.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	N/A	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	95	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
<b>Disability Status</b>											
Disabled	14	100	57.1	35.7	0	7.1	7.1	9.8	14.4	95	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95	94
<b>Socio-Economic Status</b>											
Subsided meals	85	100	26.5	56.6	10.8	6	16.9	20.9	21	95.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	54	98.2	16	50	30	4	34
	4	36	100	14.3	60	22.9	2.9	25.7
	5	43	100	42.1	44.7	13.2	0	13.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	25	46.2	25	3.8	28.8
	4	45	100	15.6	55.6	28.9	0	28.9
	5	43	100	42.1	39.5	15.8	2.6	18.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	54	100	33.3	54.9	9.8	2	11.8
	4	36	100	31.4	34.3	22.9	11.4	34.3
	5	43	100	36.8	57.9	5.3	0	5.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	42.3	48.1	3.8	5.8	9.6
	4	45	100	13.3	46.7	26.7	13.3	40
	5	43	100	28.9	42.1	18.4	10.5	28.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	28	100	40.7	51.9	7.4	0	7.4
	4	36	100	37.1	45.7	11.4	5.7	17.1
	5	22	100	63.2	36.8	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	54.2	41.7	0	4.2	4.2
	4	45	100	26.7	40	20	13.3	33.3
	5	23	100	55	20	15	10	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	26	100	37.5	50	12.5	0	12.5
	4	36	100	25.7	45.7	14.3	14.3	28.6
	5	21	100	52.6	42.1	5.3	0	5.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	14.3	64.3	17.9	3.6	21.4
	4	45	100	17.8	57.8	13.3	11.1	24.4
	5	20	100	55.6	38.9	0	5.6	5.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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